

Indiana Department of Education Consolidated State Application Accountability Workbook

(Amended September 29, 2003, to correct Critical Element 9.1 to eliminate discrepancy with Attachment 1 and to indicate final policies are in place for all critical elements)

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

| Status | | State Accountability System Element |
|--|------|---|
| Principle 1: All Schools | | |
| F | 1.1 | Accountability system includes <i>all schools and districts in the state</i> . |
| F | 1.2 | Accountability system holds <i>all schools to the same criteria</i> . |
| F | 1.3 | Accountability system incorporates the <i>academic achievement standards</i> . |
| F | 1.4 | Accountability system provides <i>information in a timely manner</i> . |
| F | 1.5 | Accountability system includes <i>report cards</i> . |
| F | 1.6 | Accountability system includes <i>rewards and sanctions</i> . |
| Principle 2: All Students | | |
| F | 2.1 | The accountability system includes <i>all students</i> |
| F | 2.2 | The accountability system has a consistent definition of <i>full academic year</i> . |
| F | 2.3 | The accountability system properly includes <i>mobile students</i> . |
| Principle 3: Method of AYP Determinations | | |
| F | 3.1 | Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> . |
| F | 3.2 | Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> . |
| F | 3.2a | Accountability system establishes a <i>starting point</i> . |
| F | 3.2b | Accountability system establishes <i>statewide annual measurable objectives</i> . |
| F | 3.2c | Accountability system establishes <i>intermediate goals</i> . |

| Principle 4: Annual Decisions | | |
|--|-----|--|
| F | 4.1 | The accountability system <i>determines annually the progress</i> of schools and districts. |
| Principle 5: Subgroup Accountability | | |
| F | 5.1 | The accountability system <i>includes all the required student subgroups</i> . |
| F | 5.2 | The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> . |
| F | 5.3 | The accountability system includes <i>students with disabilities</i> . |
| F | 5.4 | The accountability system includes <i>limited English proficient students</i> . |
| F | 5.5 | The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used. |
| F | 5.6 | The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups. |
| Principle 6: Based on Academic Assessments | | |
| F | 6.1 | Accountability system is based <i>primarily on academic assessments</i> . |
| Principle 7: Additional Indicators | | |
| F | 7.1 | Accountability system includes <i>graduation rate for high schools</i> . |
| F | 7.2 | Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> . |
| F | 7.3 | Additional indicators are valid and reliable. |
| Principle 8: Separate Decisions for Reading/Language Arts and Mathematics | | |
| F | 8.1 | Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> . |
| Principle 9: System Validity and Reliability | | |
| F | 9.1 | Accountability system produces <i>reliable decisions</i> . |
| F | 9.2 | Accountability system produces <i>valid decisions</i> . |

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| F | 9.3 | State has a plan for addressing <i>changes in assessment and student population</i> . |
| Principle 10: Participation Rate | | |
| F | 10.1 | Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment. |
| F | 10.2 | Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> . |

STATUS Legend:

F – Final policy

P – Proposed Policy, awaiting State approval

W– Working to formulate policy

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|--|
| <p>1.1 How does the State Accountability System include every public school and LEA in the State?</p> | <p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). | <p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p> |

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Indiana Code 20-10.2 (P.L.221-1999, Indiana's school accountability law) defines public school as any school, including an alternative school, operated by a school corporation (Indiana's term for school district) and any charter school. Indiana Code 20-10.2-5-2 requires the IDOE to compare performance of each school and school corporation to its prior performance as a part of the accountability system.

Schools operated by the state (except correctional facilities) are included because they:

1. serve special education students and are required to comply with state and federal special education requirements, including assessment; or
2. are required to be accredited.

Schools in correctional facilities are included because they:

1. serve special education students and are required to comply with state and federal special education requirements, including assessment;
2. are required to consult with the Indiana Department of Education (IDOE) on their educational programs; or
3. are served by school corporations.

Only eleven schools do not include a grade level currently assessed by the Indiana Statewide Testing for Educational Progress (ISTEP+). One of these schools includes a grade that will be assessed when annual assessments in Grades 3 through 10 are administered in 2004. (See 511 IAC 6.2-6-10)

A school that includes a grade or grades below those for which there is ISTEP+ data shall be linked with the school that students attend after they leave the school for which there is no ISTEP data. The AYP determination for the school for which there is ISTEP data shall apply to the feeder school. The 95% participation requirement, for all students and subgroups, will be included.

At the high school level, since high school by definition begins at Grade 9 regardless of the configuration of a school building, schools that serve grades that are not included in ISTEP+ will be "paired" for accountability purposes with the school serving Grade 9 or 10.

When Indiana implements annual testing in Grades 3-10 in 2004, we believe all, or practically all, schools will meet the minimum group size. Until 2004 (and after that if there are schools that do not meet the minimum group size) we will aggregate data over consecutive years, if necessary, to meet the minimum group size.

All schools are included in the accountability system.

Links to Supporting Evidence:

IC 20-10.2 <http://www.IN.gov/legislative/ic/code/title20/ar10.2/>

IC 20-10.2-5-2 <http://www.IN.gov/legislative/ic/code/title20/ar10.2/ch5.html>

511 IAC 6.2-6-10 <http://www.IN.gov/legislative/iac/title511.html>

Attachment 1: State Board of Education proposed rule

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|---|
| 1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination? | <p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p> | Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Indiana Code 20-10.2 does not differentiate among public schools or school corporations. Beginning with data for the 2004-2005 school year, all public schools, including charter schools, and school corporations are placed into five categories based on a combination of performance of all students (no adjustment for students who have not attended for a minimum length of time) and improvement of non-mobile students. The middle category, Academic Progress, constitutes demonstrated improvement. Improvement is expected of all schools. Schools are compared to themselves rather than to other schools.</p> <p>Until 2004-2005 data are available, the AYP definition will be used exclusively. Beginning with data for the 2004-2005 school year, the ESEA AYP definition will be integrated into the state system by providing that schools that fail to make AYP for two consecutive years will be placed no higher than the Academic Progress category, but may be placed lower if the state system dictates lower placement.</p> <p>Consecutive years of failing to make adequate yearly progress shall be based on failing to meet the measurable annual objective in the same subject (English or mathematics) for consecutive years. If a school or school corporation in a given year fails to meet the annual objective in English but meets the objective in mathematics and in the next year one or more student groups(s) fails to meet the objective in English, the school or school corporation has failed to make adequate yearly progress AYP for two consecutive years. If, however, the school or school corporation meets the annual objective in English for all student groups in the second year, then the timeline restarts. If the school or school corporation fails to meet the annual objective in mathematics, it has now failed to make adequate yearly progress for one year. If the school or school corporation meets the annual objective in mathematics, the school or school corporation have no consecutive years of not making adequate yearly progress.</p> <p>Links to Supporting Evidence:</p> <p>IC 20-10.2 http://www.IN.gov/legislative/ic/code/title20/ar10.2/ 511 IAC 6.2-6-5 http://www.IN.gov/legislative/iac/title511.html Attachment 2: Category chart showing effect of AYP determination Attachment 3: Overview of Indiana accountability system</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| 1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics? | <p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p> | Standards do not meet the legislated requirements. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>ISTEP+ currently uses one cut score. The Education Roundtable recommended and the State Board of Education adopted a resolution creating two cut scores for ISTEP+. The State will have three levels of student achievement: DID NOT PASS, PASS and PASS+. Recommendations for cut scores (standard-setting process) will be conducted in January 2003. Cut scores will be adopted on January 21, 2003. The PASS level will be used for AYP purposes.</p> <p>Links to Supporting Evidence:</p> <p>Indiana Education Roundtable Resolution http://www.edroundtable.state.in.us/Resolutions/020604resolution%20-%20ESEA%20Goals%20&%20Indicators.pdf Attachment 4: Timeline for review and adoption of new cut scores</p> | | |

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| 1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner? | <p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p> | <p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>ISTEP+ tests are given during September, with results returned prior to Thanksgiving. Schools must meet with parents to discuss remediation plans for students who did not pass. Remediation begins the second semester of the school year. Remediation funds are provided by the State. Funds also are provided for students who are at-risk of failure.</p> <p>This timeline allows schools enough time to notify parents about public school choice or supplemental educational service options, enough time for parents to make informed decisions, and enough time to implement public school choice and supplemental educational services.</p> <p>Supplemental services begin as soon as final AYP determinations and identification of schools in school improvement are made.</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|--|--|
| <p>1.5 Does the State Accountability System produce an annual State Report Card?</p> | <p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p> | <p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Report Card is available through the Accountability System for Academic Progress (ASAP) website. The report includes all the required data elements. It is available to the public at the beginning of the academic year. The IDOE is pursuing a Spanish language option.</p> <p>ASAP includes data not required for state or local report cards but of tremendous value for school improvement planning and public reporting.</p> <p>Links to Supporting Evidence:</p> <p>State Report Card http://doe.state.in.us/asap/reportcard2002/welcome.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| <p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p> | <p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. | <p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p> |

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Indiana Code 20–1-1.2 and Indiana Code 20-10.2 (along with implementing regulations 511 IAC 6.1 and 511 IAC 6.2) prescribe consequences for schools placed in the lowest school improvement and performance category for several years. These include:

- Merging the school with a nearby school that is in a higher category.
- Assigning a special management team to operate all or part of the school.
- The IDOE's recommendations for improving the school.
- Other options for school improvement expressed at the public hearing, including closing the school.
- Revising the school's plan in any of the following areas:
 - Changes in school procedures or operations.
 - Professional development.
 - Intervention for individual teachers or administrators.

The state's school accreditation system (IC 20-1-1.2 and 511 IAC 6.1) places a school corporation on probation if most of its schools are on probation. The Department of Education must make recommendations to the Indiana General Assembly on the continued operation of the probationary corporation.

Charter schools are subject to having their charter revoked if they fail to meet targets specified in the charter.

Title I schools and school corporations are subject to the requirements of section 1116 of NCLB.

Indiana Code 20-10.2-4 establishes educational achievement grants for increases in ISTEP+ performance. A rewards program has been in existence since 1987. Rewards include both monetary and non-monetary rewards. Monetary awards are proportional to the increases in achievement. Schools with the greatest improvement receive the greatest per pupil award.

The IDOE has created a Four Star school program to recognize the highest performing schools. The program will be modified to include a requirement that Four Star schools must make AYP.

Links to Supporting Evidence:

IC 20-10.2-4 <http://www.IN.gov/legislative/ic/code/title20/ar10.2/ch4.html>

511 IAC 6.2 <http://www.IN.gov/legislative/iac/title511.html>

IC 20-1-1.2 <http://www.IN.gov/legislative/ic/code/title20/ar1/ch1.2.html>

511 IAC 6.1 <http://www.IN.gov/legislative/iac/title511.html>

Attachment 5: Consequences under state accountability system

PRINCIPLE 2. All students are included in the State Accountability System.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| 2.1 How does the State Accountability System include all students in the State? | <p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p> | Public school students exist in the State for whom the State Accountability System makes no provision. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Indiana Code 20-10.1-16-8 and the ISTEP Program Manual provide that all students must participate in ISTEP+ (currently administered at Grades 3, 6, 8, 10). Indiana Code 20-10.2-5-1 authorizes designation of other assessments as primary indicators of improvement. Indiana Code 20-10.2-5-2 provides that “each child” shall participate in these assessments. This allowed the Education Roundtable and State Board of Education to create the annual assessments in Grades 3 through 10 to meet ESEA requirements and the elements of the comprehensive assessment system in 511 IAC 6.2-6-10.</p> <p>Links to Supporting Evidence</p> <p>IC 20-10.1-16-8 http://www.IN.gov/legislative/ic/code/title20/ar10.1/ch16.html IC 20-10.2-5-1 http://www.IN.gov/legislative/ic/code/title20/ar10.2/ch5.html IC 20-10.2-5-2 http://www.IN.gov/legislative/ic/code/title20/ar10.2/ch5.html 511 IAC 6.2-6-10 http://www.IN.gov/legislative/iac/title511.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| <p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p> | <p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p> | <p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p> |
| <p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p> | | |
| <p>Since the Improving America’s Schools Act, Indiana has used the traditional October 1 class enrollment and staffing reporting date to determine if a student has been enrolled for a full academic year. This is the second of two fall reporting dates. It corresponds to enrollment for 162 days.</p> <p>The state will ensure consistent application by collecting days of enrollment for every student through the Student Test Number System.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 1: State Board of Education proposed rule</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|--|---|---|
| <p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p> | <p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p> | <p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The Indiana Department of Education has implemented a Student Test Number (STN) system for the 2002-2003 school year. Data about student characteristics (subgroup membership), achievement, and enrollment are collected electronically through the STN system by assigning a unique number that is associated with a student throughout the student's academic career. Data, including days of enrollment, are reported at the school level. This system will identify achievement data for students who have attended multiple corporations or multiple schools within a single corporation during any given school year.</p> <p>Links to Supporting Evidence:</p> <p>Student Test Number System http://doe.state.in.us/stn/welcome.html</p> | | |

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|---|
| 3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year? | The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014. | State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education has adopted the ESEA Goals and Indicators, including the expectation that, by 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>The State Board of Education rule incorporating AYP into the state accountability system is scheduled for final adoption on March 6, 2003.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 1: State Board of Education proposed rule Attachment 6: Projection of 100% proficiency</p> | | |

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|--|--|
| <p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p> | <p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p> | <p>State uses different method for calculating how public schools and LEAs make AYP.</p> |

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

With the Student Test Number system implemented, all data are available. The State Board of Education rule, scheduled for final adoption on March 6, 2003, includes a requirement that, for a public school and school corporation to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. If in any particular year a student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.

Links to Supporting Evidence:

Attachment 1: State Board of Education proposed rule

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
|--|--|---|
| <p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p> | <p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p> | <p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p> |

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

ESEA provides that “data for the 2001-2002 school year” shall be used to define the starting point for the accountability system. Indiana’s ISTEP+ test is given in the fall, determines mastery of the previous year’s standards, and is the appropriate measure of value added to the student’s achievement level by the previous school. The data that measure achievement for the 2001-2002 school year are the 2002 test results. These data will be used as the state’s starting point.

Indiana implemented new, more rigorous Academic Standards in the Fall 2002 ISTEP+ tests at Grades 3, 6, 8. Vertical scaling tests were given at Grades 4, 5, 7, 9. In Fall 2004 tests will be given in Grades 3 through 10, and new, more rigorous Academic Standards will be incorporated into the Grade 10 test, which serves as the Graduation Qualifying Examination, in 2004.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|--|---|--|
| <p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p> | <p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p> | <p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education will amend its rules on March 6, 2003, to incorporate AYP into the state accountability system. The rule includes annual measurable objectives for the minimum percentage of students who must meet the PASS level on ISTEP+.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 6: Projection of 100% proficiency</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|--|--|
| 3.2c What are the State's intermediate goals for determining adequate yearly progress? | <p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. | <p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education rule, scheduled for final adoption on March 6, 2003, incorporates intermediate goals for the minimum percentage of students achieving PASS level on ISTEP+.</p> <p>The intermediate goals will require equal increases in:</p> <p>2004-2005 2007-2008 2010-2011 2011-2012 2012-2013</p> <p>Links to Supporting Evidence:</p> <p>Attachment 6: Projection of 100% proficiency Attachment 1: State Board of Education proposed rule</p> | | |

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|--|--|
| 4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP? | AYP decisions for each public school and LEA are made annually. ⁴ | AYP decisions for public schools and LEAs are not made annually. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Beginning with 2001-2002 data, AYP determinations will be made annually based on the ESEA AYP definition. As soon as sufficient data are available, AYP determinations shall be made based on the higher of the current performance or an average of the three previous years' performance. State accountability decisions under IC 20-10.2 and 511 IAC 6.2 will be made annually, beginning with 2004-2005 data, based on the current performance level and a three-year rolling average for the improvement measure.</p> <p>Links to Supporting Evidence:</p> <p>IC 20-10.2 http://www.IN.gov/legislative/ic/code/title20/ar10.2/ 511 IAC 6.2 http://www.IN.gov/legislative/iac/title511.html Attachment 1: State Board of Education proposed rule</p> | | |

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
|---|---|---|
| 5.1 How does the definition of adequate yearly progress include all the required student subgroups? | <p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p> | State does not disaggregate data by each required student subgroup. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education will amend its rules on March 6, 2003, to include all required student subgroups in the AYP definition. Data are collected through the Student Test Number system.</p> <p>Links to Supporting Evidence</p> <p>Attachment 1: State Board of Education proposed rule Student Test Number system http://doe.state.in.us/stn/welcome.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| 5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress? | Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students. | State does not include student subgroups in its State Accountability System. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education's rule (scheduled for final adoption on March 6, 2003) provides that each student subgroup must meet annual objectives in English and mathematics for a school or school corporation to make adequate yearly progress. Students are considered members of the subgroup so long as they meet criteria for subgroup membership. Students with disabilities are defined under section 602(3) of the Individuals with Disabilities Education Act. Limited English proficient students will be included until they score at the proficient level on our test of English proficiency for two consecutive years. This is consistent with Section 9101(25) of the NCLB Act which includes, as a part of the definition of limited English proficient:</p> <p style="padding-left: 40px;">...an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —</p> <p style="padding-left: 80px;">(I) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);</p> <p style="padding-left: 80px;">(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or</p> <p style="padding-left: 80px;">(iii) the opportunity to participate fully in society.</p> <p>Indiana believes scoring at the proficient level two consecutive years is evidence that students have overcome difficulties in speaking, reading, writing, or understanding the English language.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 1: State Board of Education proposed rule</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|--|
| 5.3 How are students with disabilities included in the State's definition of adequate yearly progress? | <p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p> | <p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>All students with disabilities participate in ISTEP+, with accommodations if necessary, unless the Individual Education Plan specifically states otherwise. For those not able to participate in ISTEP+, as documented in the IEP, the State has developed IAESP, an alternative assessment that allows the teacher and student to demonstrate student achievement against IEP goals, including academic standards.</p> <p>Students who participate in ISTEP are included in reporting and accountability determinations. Indiana believes it is appropriate to measure achievement of students with the most severe disabilities, those who participate in the alternate assessment, against different standards. Until such time as such a provision is included in federal regulations Indiana will count these students as not proficient, a determination that does not provide useful information to parents and schools. The alternate assessment will continue to be administered since it provides information that is informative.</p> <p>Links to Supporting Evidence:</p> <p>ISTEP+ Program Manual: http://doe.state.in.us/publications/istep.html Indiana Assessment of Educational Proficiencies: http://arc.soe.purdue.edu/IASEP/home.htm State Board special education rule 511 IAC 7: http://www.IN.gov/legislative/iac/title511.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|---|
| 5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress? | <p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p> | LEP students are not fully included in the State Accountability System. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>All limited English proficient (LEP) students participate in statewide assessments. Indiana cannot legally offer foreign language versions of ISTEP+. Students will be assessed on ISTEP+ in English after the time required under ESEA for mandatory administration of assessments in English. Accommodations are provided on ISTEP+ if necessary.</p> <p>Until LEP students are ready to be assessed in English, Indiana intends to use an alternate form of assessment. Indiana has developed the Individualized Curriculum and Assessment Notebook (ICAN), a web-based software system that manages individualized curriculum, assessment, and analysis through standards-based accountability. ICAN employs a rubric that measures achievement relative to each skill under Indiana's academic standards (English, mathematics, and science). When the results of the rubric are accumulated an evaluation of a student's achievement relative to the academic standards is obtained. ICAN has been used with LEP students. Indiana will have a group of students take ISTEP+ and evaluate the same group of students using the ICAN rubric. This will allow the results of the ICAN rubric to be "translated" in to an ISTEP+ score and will permit a determination of proficiency.</p> <p>The State considers ICAN the form of assessment most likely to yield accurate and reliable information on what LEP students know and can do while they are learning English. Its use is permitted under section 1111(b)(3)(C)(ix)(III) of ESEA and section 200.6(b)(1)(i)(B) of the regulations. The State will conduct the necessary study (Fall 2003) to demonstrate the reliability of producing an ISTEP+ scale score from the ICAN rubric.</p> <p>Links to Supporting Evidence:</p> <p>ICAN: http://www.icantech.com/public_web/</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|---|--|
| <p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p> | <p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p> | <p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p> |
| <p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p> | | |
| <p>On March 6, 2003, the State Board of Education will amend its accountability rule to include the following minimum number of students for subgroup reporting and accountability:</p> <p>10 students for reporting 30 students, with a test of statistical significance, for subgroups</p> <p>Links to Supporting Evidence:</p> <p>Attachment 1: State Board of Education proposed rule</p> | | |

⁵ The minimum number is not required to be the same for reporting and accountability.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| 5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP? | Definition does not reveal personally identifiable information. ⁶ | Definition reveals personally identifiable information. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Student information sent through the Student Test Number (STN) system is secure. For accountability purposes the STN system requires that a test number, with accompanying student characteristics, be associated with test results. A student's name is not needed.</p> <p>The State Board of Education will amend its accountability rule on March 6, 2003, to provide that percentages close to 100% will be reported as "more than 95%." Percentages close to 0% will be reported as "less than 5%."</p> <p>Link to Supporting Evidence:</p> <p>Student Test Number System http://doe.state.in.us/stn/welcome.html Attachment 1: State Board of Education proposed rule</p> | | |

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
|---|--|--|
| 6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments? | <p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p> | <p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Indiana Code 20-10.2-5-1 provides that results from ISTEP+ and other academic assessments are the primary means of determining improvement. State Board rules 511 IAC 6.2-6-2 through 511 IAC 6.2-6-6 describe how the assessments are used.</p> <p>Links to Supporting Evidence:</p> <p>IC 20-10.2-5-1 http://www.IN.gov/legislative/ic/code/title20/ar10.2/ 511 IAC 6.2-6-2 http://www.IN.gov/legislative/iac/title511.html</p> | | |

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
|---|--|---|
| <p>7.1 What is the State definition for the public high school graduation rate?</p> | <p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p> | <p>State definition of public high school graduation rate does not meet these criteria.</p> |

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The current state definition is prescribed by State Board of Education rule 511 IAC 6.1-1-1. It is an NCES "survival model" that defines graduation rate as the product of the survival rates (1 minus the dropout rate) for each of the four grades in a high school. Indiana awards only a standard diploma. Special education students who are not working toward a diploma may receive a certificate if they complete the program specified in their IEP. Students who complete course requirements but do not complete the Graduation Qualifying Examination requirement may receive a different certificate. Neither of these certificates constitutes a diploma. Students who receive these certificates are not counted as graduates.

The Indiana Department of Education is pilot testing a new definition as required by House Enrolled Act 1971 of 2001. The definition includes a four-year completion rate, with GED recipients not included as graduates. Use of this definition is possible because of the implementation of the Student Test Number system.

IC 20-10.2 requires high schools to have goals for increases in graduation rate. The state accountability system requires establishing a minimum graduation rate for each school improvement and performance category. (511 IAC 6.2-6-6). An initial target rate of 95% will be established on March 6, 2003, as a part of the State Board's rulemaking action.

Data are collected by student subgroups. Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.

Links to Supporting Evidence:

HEA1971-2001 <http://www.in.gov/legislative/bills/2001/PDF/HE/HE1971.1.pdf>

511 IAC 6.1-1-1 <http://www.IN.gov/legislative/iac/title511.html>

511 IAC 6.2-6-6 <http://www.IN.gov/legislative/iac/title511.html>

Attachment 1: State Board of education proposed rule

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| <p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p> | <p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p> | <p>State has not defined an additional academic indicator for elementary and middle schools.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |

⁹ NCLB only lists these indicators as examples.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| | | <p>As part of its March 6, 2003, rule adoption, the State Board of Education will identify attendance rate as the additional indicator for elementary schools and middle schools. An initial target rate of 95% also will be established.</p> <p>Attendance rate is defined under 511 IAC 1-3-3 as the aggregate days of attendance in a school or school district divided by the aggregate days of enrollment. Attendance information is collected by student subgroup through the Student Test Number System. Attendance rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 1: State Board of Education proposed rule 511 IAC 1-3-3 http://www.in.gov/legislative/iac/title511.html</p> |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| 7.3 Are the State's academic indicators valid and reliable? | <p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p> | <p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Indiana's new graduation rate definition is consistent with ESEA requirements. With the Student Test Number system the calculation will be reliable.</p> <p>Attendance is related to achievement. Indiana Code 20-10.2-3-3 requires schools to have goals for increases in attendance rates. Under State Board rule 511 IAC 1-3-3, attendance is taken two times a day, and the attendance rate is calculated in half-day increments. Excused absences are not recognized. Students are in attendance or they are not. Information is collected through the Student Test Number system and is reliable.</p> <p>Link to Supporting Evidence</p> <p>HEA1971-2001 (Graduation rate) http://www.in.gov/legislative/bills/2001/PDF/HE/HE1971.1.pdf</p> <p>IC 20-10.2-3-3 http://www.in.gov/legislative/ic/code/title20/ar10.2/ch3.html</p> <p>511 IAC 1-3-3 http://www.in.gov/legislative/iac/title511.html</p> | | |

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| 8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP? | <p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p> | State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>Achievement in English and mathematics (and ultimately science) is measured separately against defined standards and achievement levels for every school corporation. For state accountability purposes (see 511 IAC 6.2-6-4), subject areas are combined because students are expected to meet standards both in English and math. For determination of AYP, each subject area will be considered separately in accordance with ESEA and under the rule the State Board of Education will adopt on March 6, 2003.</p> <p>Data are collected for each school corporation, public school, and student subgroup.</p> <p>Links to Supporting Evidence</p> <p>511 IAC 6.2-6-4 http://www.IN.gov/legislative/iac/title511.html Attachment 1: State Board of Education proposed rule Guide to Test Interpretation (ISTEP+ Disaggregation Report) http://doe.state.in.us/istep/pdf/42513-Web_GTI_s02IN.pdf</p> | | |

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| <p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p> | <p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p> | <p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p> |
| <p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p> | | |
| <p>Indiana has created measures to ensure reliability at every step of the accountability process. As documented in the technical report, ISTEP+ meets requirements for acceptable reliability. Parents may have their child's test rescored on demand. (IC 20-10.1-16-7) Graduation Qualifying Examination tests are scored twice. Incorporating a test of statistical significance (one-tailed binomial test of significance at the .01 level) increases confidence in AYP decisions. A table, showing different subgroup sizes and the number of students in the group who must meet AYP criteria, will be created and applied consistently.</p> <p>The State has incorporated findings from <i>Making Valid and Reliable Decisions in Determining Adequate Yearly Progress</i>, developed by the Council of Chief State School Officers with financial support from the U.S. Department of Education.</p> <p>Links to Supporting Evidence:</p> <p>Attachment 7: ISTEP+ technical report included in back pocket of binder. IC 20-10.1-16-7 http://www.in.gov/legislative/ic/code/title20/ar10.1/ch16.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| 9.2 What is the State's process for making valid AYP determinations? | State has established a process for public schools and LEAs to appeal an accountability decision. | State does not have a system for handling appeals of accountability decisions. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The ISTEP+ standard-setting process is research-based.</p> <p>The State Board of Education has established an appeal process that is similar to the language in ESEA Section 1116(b)(2). A school may appeal its category placement based on objective factors the school considers relevant because the annual assessment data does not provide an accurate picture of school improvement and performance, including significant demographic changes in the student population, errors in data, or other significant issues. (511 IAC 6.2-6-12). Parallel language will be added, as a part of the March 6, 2003, rule adoption, for school corporation appeal of AYP determinations as provided by ESEA.</p> <p>Links to Supporting Evidence:</p> <p>511 IAC 6.2-6-12 http://www.IN.gov/legislative/iac/title511.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| 9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments? | <p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p> | <p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p> |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The state owns all items for ISTEP+. Beginning with Fall 2002 test results, ISTEP+ will use a continuous vertical scale. A linking study will equate results from pre-2002 tests with the new tests. A similar process will be followed when new, more rigorous academic standards are incorporated at Grade 10. Changes in ISTEP+, either to standards or test vendor will not prevent Indiana from measuring progress.</p> <p>ISTEP+ is not the only assessment that measures progress against academic standards. Each item in the comprehensive assessment system (511 IAC 6.2-6-10) can contribute toward AYP.</p> <p>Because a Student Test Number system is in place, baseline achievement data for a new school are immediately available.</p> <p>Links to Supporting Evidence</p> <p>511 IAC 6.2-6-10 http://www.IN.gov/legislative/iac/title511.html</p> | | |

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF NOT MEETING REQUIREMENTS |
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| <p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p> | <p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p> | <p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p> |
| <p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p> | | |
| <p>For state tuition support purposes, State Board rules require school corporations to report student enrollment information (by Student Test Number) on the second Friday following Labor Day. (511 IAC 1-3-1) The ISTEP+ testing period begins Monday following the enrollment report. The tuition support data is collected on the school day immediately preceding the testing period, and this count will serve as the denominator for calculating participation rates.</p> <p>Schools also report data about students who participate in assessment by Student Test Number, allowing the State to match assessment participation against enrollment and calculate a participation rate.</p> <p>The State Board's rule adoption on March 6, 2003, will include 95% participation, determined independently for English and mathematics, as a requirement for meeting AYP goals.</p> <p>511 IAC 1-3-1 http://www.IN.gov/legislative/iac/title511.html ISTEP+ Testing Schedule http://doe.state.in.us/istep/testdates.html</p> | | |

| CRITICAL ELEMENT | EXAMPLES FOR MEETING REQUIREMENTS | EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS |
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| 10.2 What is the State's policy for determining when the 95% assessed requirement should be applied? | State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules. | State does not have a procedure for making this determination. |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS | | |
| <p>The State Board of Education is scheduled to amend its rules on March 6, 2003, to require at least 95% participation of all students and all students in identified subgroups when the number of students is at least 40. A group size smaller than 40 would only permit one student to be absent and still meet the 95% requirement.</p> <p>Links to Supporting Evidence</p> <p>Attachment 1: State Board of Education proposed rule</p> | | |